Types of Scores

- Raw Scores—by ELP Standard
- Scale Scores
- Vertically scaled K-12 (100-600)
- Scale scores for each language domain are separate
- English Language Proficiency Level (1.0-6.0)

Scores

- Language Domains—Listening, Speaking, Reading, and Writing
- Composite Scores
- Oral Language (50% L + 50% S)
- Literacy (50% R + 50% W)
- Comprehension (30% L + 70% R)
- Overall (15% L + 15% S + 35% R + 35% W)
- NA (Not Attempted) = Absent

Types of Reports

- Individual student Parent/Guardian Report
- Individual student Teacher Report
- Student Roster
- School Frequency Report by grade
- District Frequency Report by grade
- Electronic data (available from MetriTech)

School: Saliba School

SA/004671: 173420/88

הוצננוכנ וה:

Grade: 3

Birth Date: 10/31/1995

Report Plane put Vica Lianua i annuel Franco Daort English language

proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student's English Language Proficiency Level

lest Section	- Entering	2 - Beginning	3 - Developing	4 - Expanding
: •)				
Listening				
)				
Speaking 🕞				
Reading				
)				
Writing				
Comprehension*				
(Listening and Reading)				
Overall Score ^B (Composite)			3	

Proficiency Level	Description of English Language Proficiency Levels
1 — Entering	Knows and uses minimal social language and minimal academic language with visual support
2 — Beginning	Knows and uses some social English and general academic language with visual support
3 — Developing	Knows and uses social English and some specific academic language with visual support
4 — Expanding	Knows and uses social English and some technical academic language
5 — Bridging	Knows and uses social and academic language working with modified grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	A - Comprehension Score = 70% Reading + 30% Listening - will be listed as NA if student was absent for one Section B - Overall Score = 35% Reading - 35% Writing - 15% Listening + 15% Speaking NA - Student was absent for this Section of the test (Not Attempted) " - The student was absent for one Section - and the Overall Score has been calculated without that Section. If the student was absent for more than one Section of the test - the Overall Score will be NA

What does the parent report tell us?

- Information about the student's English the student's academic achievement. WIDA ELP Standards—NOT information on language proficiency in relation to the
- Indicates the extent to which a student has writing -reflective of a test given annually acquired listening, speaking, reading and

Teacher Report

District: Sample District		Student: Last Name, First Name MI	MI
School: Sample School		State ID: 123456789	District ID:
Grade: 3 Tier: B	Grade Level Cluster: 3-5	Birth Date: 10/31/95	

social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content area. Please refer to the ACCESS for ELLs $^{ ext{ iny M}}$ Interpretive Guide for more information on the meaning and use of these scores. Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level (Possible 1.0 - 6.0)
Listening	491	3.0
Speaking	377	2.0
Reading	562	4.0
Writing	399	3.0
Oral Language ^A	540	3.0
Literacy ^B	523	4.0
Comprehension ^C	540	3.0
Overall Score ^D (Composite)	523	4.0

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted (Student was marked Absent for Domain)

C - Comprehension = 70% Reading + 30% Listening

D · Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

^{* -} If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than 1 Domain

eacher Report continued

sevi e dased on renamnij ponadno. Тум кут apped it stadent was absent for name tiidir i ponadn

Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students – Sections will appear blank

COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	3	8
Language of Language Arts	3	91
Language of Mathematics	3	10
Language of Science	3	11
Language of <i>Social Studies</i>	3	6

SPEAKING TASKS

English Language	Raw
Proficiency Standards	Score
Score based on # of tasks student met or exceeded	
Social & Instructional (Maximum of 3)	3
Language Arts/Social Studies (Max of 5)	5
Mathematics/Science (Maximum of 5)	5

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Domain

WRITING TASKS

	Linguistic Control	c Control	Vocabulary Usage	ulary ige	Language Control	e Control
Task	Min O	Max 6	Min	Max 6	Min 0	б хе м
Social & Instructional			2		2	٠
Mathematics		2	N			, ,
Science			2		2	
Language Arts & Social Studies	2	2	2	,	2	

Description of Proficiency Levels

- I Entering Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding Knows and uses social English and some technical academic language
- 5 Bridging Knows and uses social English and academic language working with modified grade level material
- B Reaching Knows and uses social and academic language at the highest level measured by this test

How do we use this information?

- Standards-based results help inform curriculum, instruction and assessment of ELLs
- The Overall Score summarizes student's global language proficiency
- strengths and weakness by domain Domain subscale scores allow for examination of
- Raw scores by standards allow for examination of strengths and weakness by standards
- Individual report components offer a starting point for differentiating instruction and assessment.
- Rubrics in Interpretative Guide –Writing and Speaking criteria within rubrics scaffold across the levels of language proficiency and may be used in assessing classroom tasks and projects throughout the year.



$ACCESS\ for\ ELLs^{\scriptscriptstyle\mathsf{TM}}$ English Language Proficiency Test

District: Sample District

School: Grade:

Sample School

STUDENT ROSTER REPORT - 2006 DRAFT

STUDENT NAME			Listening	<u>.</u>	Speaking		Reading		Writing	Ž.	Oral Language*	gage.	Literacy	ç,	Comprehension	ensione	Overall Score	Score
STUDENT ID	Tier	Cluster	Scale	Prof	Scale Score	Prof	Scale	Prof	Scale	Prof	Scale Scale	Prod	Scale	Prof	Scale	Piot	Scale	Prof
Last Name, First Name MI State ID - District ID	В	1.2	425	3.0	400	2.0	100	350	175	2.0	175	2.0	250	2.0	275	2.0	250	3.0
									!									
A · Oral Language = 50% Listening + 50% Spealing B. Lineager = 50% Reading = 50% Writing	gen ked				C - Comprehension = 70% Reading + 30% Estening	rsion = 70%	Reading +	30% Listenin	ő									

B. Literacy = 50% Reading = 50% Writing
NA - Not Attempted (Student was marked Absent for Domain)

D. Overall Score = 35% Reading + 35% Writing = 15% Listening = 15% Speaking
- If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining
Domains. NA will appear if student was absent for more than 1 Domain.

Using this information?

Examine scores from each language these difference attributed to second language development or delivery of differences in student performance detect patterns. (To what extent are there domain within a grade level cluster to instructional services?) between the language domains, and are

continued

- Inform school and district improvement plans for ELLs
- A starting point for grouping students for support services according to their Overall Score or by their profiles according to language domains



${\cal ACCESS}$ for ${\it ELLS}^{\scriptscriptstyle{\sf TM}}$ English Language Proficiency Test

District: School:

Sample District Sample School

Grade: Cluster: 1.2

SCHOOL FREQUENCY REPORT - 2006 DRAFT

Lowest Score 110	Highest Score 450	6 - Reaching Knows and uses social and academic language at the highest level measured by this test	5 — Bridging Knows and uses social English and academic language working with modified grade level material	4 — Expanding Knows and uses social English and some technical academic language	3 — Developing Knows and uses social English and some specific academic language with visual and graphic support	2 — Beginning Knows and uses some social English and general academic language with visual and graphic support	1 — Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	Proficiency # of % Students To at Level Tes
	4					:	25% 25	of # tal Stuc
10	450						25%	Speaking of % of lents Total level Tested
110	450						25	Reading # of % Students To at Love! Tes
							25%	tal of
110	450						25	Writing # of % Students Tr at Level Te
							25%	otal sted
C - Compret	A - Oral Lan						25	Oral Lan
= 30 % mean mension = 70% Score = 35% f	guage = 50% guage = 50%						25%	guage ^A % of Total Tested
C - Comprehension = 70% Reading - 30% Listening C - Comprehension = 70% Reading - 30% Listening C - Overall Score = 35% Reading - 35% Willing + 1	A - Oral Language = 50% Estening + 50% Speaking B. Literary = 50% Reading - 10% Witten						25	Literacy ^b # of % Students To at Level Te:
1% Listening 6 Writing + 15	0% Speaking						25%	ried of
Comprehension = 70% Reading = 30% Listening Co-Comprehension = 70% Reading = 35% Witting + 15% Listening + 15% Spealing Di-Overall Score = 35% Reading = 35% Witting + 15% Listening + 15% Spealing							25	Gomprehensien ^c # of % of Students Total at level Tested
15% Spearing							25%	
			-				25	Overall Score ^D # of % of Students Total at level Tested
							25%	Score ^D % of Total Tested

Total Tested:

100

How to use this information?

- Frequency reports for two consecutive years provide cross-sectional data (unless the set of which is highly unlikely). students from one year to the next is identical,
- If data in this report are used to make cross-sectional comparisons, this is applicable across grade level clusters, as ACCESS for ELL's is a vertically scared test, k-12
- In communicating results of this report, use both the numbers and their corresponding percents. If numbers are low, the percent may appear distorted if shown in isolation



ACCESS for ELLSTM English Language Proficiency Test

District: Sample District

Grade:

Cluster: 1.2

DISTRICT FREQUENCY REPORT - 2006 DRAFT

Proficiency	Listening	g	Speaking	king	Reading	ling	Writing	2	Oral La	Oral Language^	Literacy	acy	Comprehension ^c	ension ^c	Overall Score	Score
Level	# of Students at Level	% of Total	# of Students at Level	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	Total	# of Students	% of Total	# of Students	% of Total
 Entering Knows and uses minimal social language and minimal academic language with visual and graphic support 	50	25%	50	25%	50	25%	50	25%	50	25%	50	25%	60	25%	50	25%
2 — Beginning Knows and uses some social English and general academic language with visual and graphic support																
3 — Developing Knows and uses social English and some specific academic language with visual and graphic support																
4 — Expanding Knows and uses social English and some technical academic language																
5 - Bridging Knows and uses social English and academic language working with modified grade level material																
6 - Reaching Knows and uses social and academic language at the highest level measured by this test																
Highest Score	450		450	0	450	0	450	0	A - Oral E	nguage = 25° y = 25% Rea	A - Oral Language = 25% Cotening + 25% Speaking B - Oteracy = 25% Reading - 25% Writing	riting				
Lowest Score	110		110	0	110	0	110	0	D - Ocean	ehension = 70 Score = 35%	C - Comprehension = 70% Reading = 30% Listening D - Overall Score = 35% Reading = 35% Writing = 15% Listening = 15% Speaking	30% Listening % Winting + 1	5% Listening a	+ 15% Speadin	æ	

Total Tested:

200

How do we use this information

- This report may serve as a district's estimate of the number and/or percent of students who have Achievement Objectives (AMAO's). met criterion for Annual Measurable
- education or community groups Data can be shared with local boards of
- Information will be useful in planning, designing, or restructuring program services.

Guide and Parent/Guardian Report Translations available on the WIDA website (www waa.us)

Special thanks to MPS and Wausau for several of the translations



એક્સેસ ફોર ઈએલએલ્સ™ અંગ્રેજી ભાષામાં કું

માતા-પિતા/વાલી માટે રિપોર્ટ - 2006 - મુસદ્દો

ક્રિસ્ટિક્ટ: નમૂનાનો ક્રિસ્ટિક્ટ	વિ યાથી: અટક નામ એમઆઇ	311
શાળાઃ નાગૂનાના સાળા	રાજ્ય ઓળખા :23456789	ઉસ્ફિક્ટ સોળખા
१मर्	જન્મ તારીખા:10/31/1995	

શ્પોર્ટની ઉદેશઃ આ દિપોર્ટ તમારા જાળકના સામાજિક અને શૈક્ષાંગિક અંગ્રેક્ષ શાપામાં કુશળતાના સ્તર વેશે માહિતી આપે છે. સામાજિક શાપાનો ઉપયોગ દેનિક ક્ષુવનના કાર્યો વેશે વાતઘીત કરવામાં કરવામાં આવે છે. શૈક્ષતિક શાપાનો ઉપયોગ શાપા, કળા, ગકિત, વિજ્ઞાન અને સમાજ શાસ્ત્રનું જ્ઞાન આપવા કરવામાં આવે છે.

विद्यार्थी अंश्रेष्ठ क्षांभागं ह्यानती सर

KIND BURN	1-દાખક્ષ થતું	2 – શરુઆતનું	3 – વિકસતું	4 – વિસ્તરતુ	5-જોહ્યું
માંભળતું 🦻					
	Project over a constituent from a constituent of the constituent of th	delektronisk setten i traditionele en en et transfer en	encomone, utanicos sensentableufical securior mener		
થોલડું ક					
र्थ 🕒			to the control		
ews /					
7152 to 14					
(સાંભળેલું અને વાંચેલું)					
54 J. 98					
(मंगुड्स)					

इसनतार्जु स्तर	અંગ્રેજી ભાષામાં કુશવતાનાં સ્તરનાં વર્શન
1- EIWHE US	ગણથી સામાસિક શામા અને ભાષ્ટ્રવી શૈક્ષાણેક શામા જારો છે અને દૂધમ મહાય સાથે તેનો ઉપયોગ કરે છે
2 – શક્ભાતનું	થેડી ચાલાઉલ્ડ શાપા અને સાલાવ્ય શૈકાઊાડ કાપા જાશે છે અને દૃષ્ય સહાય સાથે તેનો ઉપયોગ કરે છે
3 – બ્રિક્સનુ	સામાજિક અગ્રેક્ષ મામે કે અને તેનો ઉપયોગ કરે કે અને કહીક ખાસ દેશનીયક શામાનો દૃષ્ય સહ્ય સાથે ઉપયોગ કરે કે
4-Rm3d	સાલાઉલ્ડ અગ્રેજી અલે કેટલીક પાલિમાપીક શાપા ભાગે કે અલે તેનો ઉપયોગ કરે ક
5 – જોડવું	સામાજિક અને શૈક્ષજિક ભાષા જાજી છે અને ફોક્સ સહિતી પરિવર્તિત સામગ્રે માથે કામ કરવા માટે તેલી ઉપયોગ કરે છે
Pre12h - 9	આ પશ્ચિમાં સારા સદાસવામાં આવતા પ્રવીધ્યા કાર પર સાતાજિક અને શૈક્ષણિક સામાને ભાગે છે અને તેનો ઉપયોગ કરે છે
सन्य माहिती	A—સમરગાળા ગુલા = 70% વાંચાનું - 20% સાંશાળતું - છો. સિદાર્થી એક પ્રસિધાન માટે ગેરસોજ સંઘ તો મે પ્રસ્તારિકે કપાયાઓ અપાયો E—કુક ન્યૂલા = 35% વાંચાનું + 35% લાખાનું + 15% સાલગાનું - 15% ઓસતુ NA—વિદ્યાર્થી પરિકાળના આ વિકાળમાં એટસોજ હતો. જોઇ અડેએડો '- વિદ્યાર્થી એક વિશાળમાં એટસોજ હતો - અને કુલ ગુલની પ્રસાયો ને વિશાસ વિના કરવામાં આવી છે જો વિદ્યાર્થી પરિકાળા એકલી વધુ વિશાઓ માટે એટસોજ કોય - કુલ ગુલ NA હશે.

Language Domain	(Possible 100 · 600)	Proticiency Level
Listening	180	1.5
Speaking	174	1.4
Reading	227	1.8
Writing	214	1.8
Oral Language"	177	1:55
Literacy ^e	221	1.8
Comprehension®	213	1.7
Overall Score ^c (Composite)	207	1.7

A · Oral Language = 50% Listening + 50% Spealing

B · Literacy = 50% Reading - 50% Writing

NA - Not Attempted (Student was marked Absent to: Domain)

C - Comprehension = 70% Reading + 30% Listening

E - Overa® Score = 35% Reading + 35% Writing + 15% Listering + 15% Speaking

*- If a student is marked absent for il Comain - Overall Score will represent a proportionally weighted score based on remaining Domains. MA will appear if student was absent for more than it Domain.

Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the tier administered.

COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Carrest	Total # of
Social & Instructional Language		
Language of Language Arts		
Language of Mathematics		
Language of Science		
Language of Social Studies		

SPEAKING TASKS

English Language	Raw
Proficiency Standards	Score
Score based on # of tasks student met or exceeded	
Social & Instructional (Maximum of 3)	
Language Arts Social Studies (Max of 5)	
Mathematics/Science (Maximum of 5)	

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Domain

Description of Proficiency Levels

WRITING TASKS

Linguistic Control

Vocabulary **USAge**

Language Control

o <u>\$</u>

6 M

o <u>\$</u>

o 🕌

6 M

- Entering knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Seginning Knews and uses some social English and general academic language with visual and graphic support
- 4 Expanding Knews and uses secial English and seme SiDeseraping – Knows and uses social English and some specific academic larguage with visual and graphic support
- 5 Bildging Knews and uses secial English and academic language working with modified grade level materia

technical academic language

Science

Mathematics Social & Instructional

Language Arts & Social Studies

 6 Reaching – Knews and uses secial and adademic language at the highest level measured by this test

Kindergarten

Language Domain	Scale Score (Possible 100 - 800)	Proficiency Level {Possible 1.0 · 6.0}
Listening	309	4.1
Speaking	323	3.0
Reading	301	4.4
Writing	255	2.4
Oral Language ⁴	316	3.6
Literacy ^B	278	2.9
Comprehension	303	4.3
Overall Score ^D (Composite)	289	3.1

A - Draft Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading - 50% Writing

NA - Not Attempted (Student was marked Absent for Domain)

C - Congrehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading - 35% Writing + 15% Listening + 15% Speaking

score based on remaining Domains. MA will appear if student was absent for more than 1 Domain. * - If a student is marked absent for § Donvain - Overall Score will represent a proportionally weighted

Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the tier administered

COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	6	9
Language of Language Arts	7	12
Language of Mathematics	9	10
Language of Science	6	10
Language of Social Studies	IJ1	6

SPEAKING TASKS

2 3	Social & Instructional (Maximum of 3) Language Arts/Social Studies (Max of 5) Mathematics/Science (Maximum of 5)
Raw Score ^t	English Language Proficiency Standards

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Domain

Description of Proficiency Levels

WRITING TASKS

Linguistic Control

Vocabulary Sale

Lauguage Control

- Entering knows and uses minimal social language and mnimal academic language with visual and graphic support
- 2 Beginning Knews and uses some secial English and general academic language with visual and graphic support

3 Developing – linews and uses secial English and seme

- specific academic language with visual and graphic support
- 4 Expanding Knews and uses secial English and seme technical academic language
- 5 Birdging Knows and uses secial English and academic language working with modified grade level material

Mathematics Social & Instructional

Task

o **š**

60 💥

თ 🥈

o 🗲

6 X

Language Arts & Social Studies

6 Reacking – Knews and uses social and academic language at the highest level measured by this test

Grader

Language Domain	Scale Score	Proficiency Level
	June Contract of	7.0
Speaking	319	2.6
Reading	301	1.9
Writing	280	1.9
Oral Language ⁴	313	2.7
Literacy ^b	291	1.9
Comprehension®	303	2.4
Overall Score ^D (Composite)	297	2.2

A · Oral Language = 50% Listening + 50% Spealing

B. Literacy = 50% Reading - 50% Writing

NA - Not Attempted (Student was marked Absent for Domain)

C - Congrehension = 70% Reading + 30% Listening

E - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

*- If a student is marked absent for * Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than * Domain.

Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the fier administered

COMPREHENSION (Listening and Reading)

English Language # of Items Total # of Items Proficiency Standards Correct Items Social & Instructional Language 5 8 Language of Language Arts 6 16 Language of Mathematics 5 10 Language of Science 2 11 Language of Social Studies 1 6	Annual Survey Servers		
± 2 5 6 5	English Language Proficiency Standards	# of Items Correct	Total # of Items
→ k> 51 65	Social & Instructional Language	5	œ
Language of Mathematics 5 10 Language of Science 2 11 Language of Social Studies 1 6	Language of Language Arts	6	16
Language of Science 2 11 Language of Social Studies 1 6	Language of Mathematics	យា	10
Language of Social Studies 6	Language of Science	2	-1
	Language of Social Studies	-	6

SPEAKING TASKS

English Language Proficiency Standards	Raw Scere ^E
Score based on # of tasks student met or exceeded	
Social & Instructional (Maximum of 3)	ပ
Language Arts/Social Studies (Max of 5)	S.
Mathematics/Science (Maximum of 5)	C

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Comain

WRITING TASKS

	Linguistic Control	c Control	Vocabulary Usage	ocabulary Usage	benfurz	Language Control
Task	Min O	Max 6	Min O	9 KEW	0 ni W i	Мах
Social & Instructional						
Mathematics)	,	_			J
Science		2				
Language Arts & Social Studies			1			

Description of Proficiency Levels

- * Entering Knows and uses minimal social language and minimal academic language with visual and graphic support
 * 2 Beginning — Knows and uses some social English and
- general academic language with visual and graphic support of Silveraiging Knews and uses social English and some
- Describe academic language with visual and graph's support
 A Expanding knows and uses seeia English and some
- technical academic language

 5 Bridging Knews and uses secial English and academic language working with medified grade level material.
- 6 Reacking Knows and uses social and academic language at the highest level measured by this test

3rd **Grader**(Tier B)

Language Domain	Scale Score {Possible 100 - 600}	Proficiency Level (Possible 1.0 - 6.0)
Listening	369	3.7
Speaking	266	1.8
Reading	351	2.8
Writing	351	3.3
Oral Language ⁴	318	1.9
Literacy	351	3.1
Comprehension	356	3.1
Overall Score ^b (Composite)	341	2.8

A - Oral Language = 50% Listening + 50% Spealing

B - Literacy = 50% Reading - 50% Writing

NA - Not Attempted (Student was marked Absent for Domain)

C - Comprehension = 70% Reading + 30% Listening

E - Overa® Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

* - If a student is marked absent for if Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than if Domain

Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the tier administered.

COMPREHENSION (Listening and Reading)

ds Carrect 9 4	£		
uage	English Language Proficiency Standards	# of Items Correct	Total # of Items
Language of Language Arts 4 11 Language of Mathematics 5 12 Language of Science 5 6 Language of Social Studies 1 6	Social & Instructional Language	9	12
Language of Mathematics 6 12 Language of Science 5 6 Language of Social Studies 1 6	Language of Language Arts	4	
Language of Science 5 6 Language of Social Studies 1 6	Language of Mathematics	5	12
Language of Social Studies 6	Language of Science	5	6
	Language of Social Studies	1	6

SPEAKING TASKS

English Language Raw Proficiency Standards Score Score based on # of tasks student met or exceeded Social & Instructional (Maximum of 3) C Language Arts/Social Studies (Max of 5) 1 Mathematics/Science (Maximum of 5) 1

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Domain

Description of Proficiency Levels

WRITING TASKS

Linguistic Control

Vocabulary Usage

Language Control

o **§**

ი ¥

o <u>¥</u>

60 X

o ≸

6 X

- * Entering Knows and uses minimal social language and minimal academic language with visual and graphic support
 * 2 Beginning – Knows and uses some social English and
- general academic ranguage with visual and graphic support

 G Developing Knows and user social English and some
- 3 Developing Knows and uses social English and some specific academic language with visual and graphic support A Expanding Knows and uses social English and some
- technics: academic language

 5 Bridging Knews and uses secial English and academic language wellning with medified grade level material.

Science

Social & Instructional
Mathematics

Language Arts & Social Studies

 6 Reaching – Knows and uses social and academic language at the highest level measured by this test

ww

7th **Grader** (Tier B)

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level {Possible 1.0 · 6.0}
Listening	420	5.1
Speaking	NA	NA
Reading	396	5.1
Writing	375	2.9
Oral Language ⁴	NA	NA
Literacy [®]	386	3.4
Comprehension®	403	5.1
Overall Score ^b (Composite)	392	3.7

A - Oral Language = 50% Listening = 50% Speaking

B - Literacy = 50% Reading - 50% Writing

NA - Not Attempted (Student was mailed Absent to: Domain)

C · Comprehension = 70% Reading + 30% Listening

E - Overa≅ Scove = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

*- If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. MA will appear if student was absent for more than 1 Domain.

Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the tier administered.

COMPREHENSION (Listening and Reading)

Social & Instructional Language 3 6 Language of Language Arts 6 12 Language of Mathematics 1C 12 Language of Science 11 12 Language of Social Studies 3 7	English Language Proficiency Standards	# of Items Correct	Total # of Items
Language of Language Arts 6 12 Language of Mathematics 10 12 Language of Science 11 12 Language of Social Studies 3 7	Social & Instructional Language	3	8
Language of Mathematics 1C 12 Language of Science 11 12 Language of Social Studies 3 7	Language of Language Arts	6	12
Language of Science 11 12 Language of Social Studies 3 7	Language of Mathematics	10	12
Language of Social Studies 3	Language of Science	11	12
	Language of Social Studies	3	7

SPEAKING TASKS

NA	Mathematics/Science (Maximum of 5)
NA	Language Arts/Social Studies (Max of 5)
NA	Social & Instructional (Maximum of 3)
	Score based on # of tasks student met or exceeded
Score	Proficiency Standards
Raw	English Language

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Comain

WRITING TASKS

	Linguistic Control	c Coatrol	Vocabulary Usage	niary ige	Language Control	e Control
Task	o \$	Max 6	Min 0	Max 6	Min 0	Max Max
Social & Instructional						ω,
Mathematics		2				r-)
Science		3	.,	?		w
Language Arts & Social Studies		2	,	2		ω.

Description of Proficiency Levels

- Entering knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning Knews and uses some setial English and general ecademic language with visual and graphic support
 3 Developing – Knews and uses sectal English and some
- specific academic language with visual and graphic support

 4 Expanding knows and uses seeial English and some technical academic language.
- S Bildging Knows and uses social English and academic language working with modified grade level material
 6 Reserving – Knows and uses social and academic language

at the highest level measured by this test

9th Grader (Tier C)

Scores (levels 5 - 6) Monitoring or Programmatic Implications - High Targeted Support

- Exit? Additional evidence?
- Weak domain (e.g., writing)
- Weak standard area
- Content language support

Mid-Level Scores (levels 3 - 4) 2 or 3 More Years Support

- Teaching language through content (grade level standards)
- Long term commitment
- Oral language vs. literacy development
- Typical student vs. Japanese student example
- L1 where feasible

Beginners (levels 1 – 2) Entry 5 or 6 more years of support

- Survival English briefly
- Content-based strategies and L1 Scaffolding in programs and schoolwide
- Graphic support
- Peer support
- Supplemental and modified materials

- Schools must understand basic characteristics of ELLs (replace myths)
- Long term support for content and language development
- Grade level standards but varied and comprehensible materials and approaches (scaffolding)

Everyone has a role:

- State: More tools, benchmarks, PD, (leadership)
- District/School: Admin support and grade level) schoolwide staff development (access at
- Teachers across programs: working together (comprehensibility)

Pitfalls of traditional, ineffective programs

- Program focuses most of the staff time on students at English proficiency levels 1-3. Very little time left to help students at levels 4-5.
- l Program is designed as an early-exit, "intensive English" program.

Pitfalls of traditional, ineffective programs (2)

- School does not recognize in a consistent, meaningful way the native language or culture
- Few teachers understand the issues and needs address the issue. impression that the program will "fix" the student in two years and that they do not need to of ELLs. Most teachers are under the mistaken that the student brings to the classroom.

Pitfalls of traditional, ineffective programs (3)

Program does teach some academic skills. content, but mostly remedial, or basic

Program attempts to align curriculum with doesn't exist (or any structure to promote do so because common planning time grade level standards, but largely fails to collaboration).

Tim Boals

The solution to English Language supporting mainstream teachers as learners. much as supporting English language great part, from better mainstream teachers must begin to see their role as classroom instruction. ELL support Learner underachievement will come, in

conclusions, 1997) (Adapted by Tim Boals, based on National Research Council